

Inspection report for early years provision

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Inspection date	25/03/2011
Inspector	Melanie Eastwell
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1994. She lives with her husband and teenage daughter in Northampton close to shops, schools, parks and public transport links. The whole of the ground floor and one bedroom on the first floor are used for childminding.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range and she is currently minding five children in this age group. She also provides care to children aged over five years to seven years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends toddler groups regularly. She is a member of the Northamptonshire Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an extremely well developed knowledge of each child's needs which ensures she is very successful in promoting their care, welfare and learning. Children are safe and secure. They enjoy the childminder's enthusiastic and positive interaction with them. The partnerships with parents and other providers delivering the Early Years Foundation Stage are a key strength and are significant in making sure the needs of all children are met in a consistent manner. This means that children make rapid progress given their age, ability and starting points. The childminder has implemented effective systems for self-evaluation that identify many areas of her strong practice and prioritise her future plans, resulting in a provision that responds to the needs of the children and their families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the risk assessment to cover each type of outing that involves the children.

The effectiveness of leadership and management of the early years provision

The childminder is very efficient and professional in the management of her childminding business. All the required documentation is in place and the written procedures underpin her excellent daily activity with the children. She has effective risk assessment procedures in place and has a secure knowledge of maintaining safety for the children both at home and when on outings. However, although she

carries out informal risk assessments during every outing, the document does not currently cover each type of outing that involves the children. Safeguarding is given the highest priority. All the adults in the household have the required clearances in place, the childminder has completed further training relating to safeguarding and she fully understands the importance of following the Local Safeguarding Children Board guidelines in the event of any concerns. Children clearly demonstrate that they feel safe in the childminder's home. She provides close supervision which enables them to feel safe and secure. Children settle quickly when they arrive and move between their chosen activities freely. They seek reassurance and comfort from the childminder as they need it and they settle to sleep quickly at rest times. Children begin to learn about safety through discussion with the childminder. They understand the expectations for behaviour and hold onto the buggy when out walking. They enthusiastically help to tidy up when they have finished playing. The childminder ensures that she sets out a great range of play materials that follow the children's interests and they are able to help themselves to other items from baskets and low-level boxes. The children thoroughly enjoy rummaging around in the boxes to find the items they want.

The childminder has very successful working relationships with the children's parents. She keeps them informed on a daily basis through written and verbal feedback about their child's progress. She supplies practical information as well as details about the activities their child has enjoyed. Parents and children have access to the digital photograph frame in the hallway that has photographs regularly uploaded to it. Parents and children are encouraged to have a look each day. Parents are supplied with information about recent or forthcoming events through beautifully presented newsletters. The childminder promotes links between the children's homes and her setting through talking closely with parents to ensure any specific needs can be met and she has introduced 'Travelling Todd' a teddy bear that goes home with the children with a camera so they can produce a photographic diary about their adventures with him. The childminder has also used this bear to help prepare children for significant events, such as, medical treatment. Children benefit from the efforts the childminder puts in to develop partnerships with other providers of the Early Years Foundation Stage. For example, she has visited local provisions and has attended 'stay and play' sessions. She requests curriculum information to help her compliment what the other setting does with the children. This highly effective partnership working extends to the childminder's awareness of working closely with other agencies that may be involved with the children. For example, she has recently completed a training course around Individual Educational Programmes in order to support children who have specific needs and she is very aware of the importance of working closely with parents to ensure a consistent approach and a smooth transition for the children.

The childminder has implemented highly effective procedures to evaluate her practice with the children. She is very keen to continue to develop her knowledge and demonstrates a strong capacity for continuous improvement. For example, she acts on requests from parents and has attended a baby signing course as well as a number of other relevant training courses, she has sought the views of parents and children about the quality of her service and has received highly complimentary comments about their experiences with her. She continually looks

at her own practice and comes up with ideas to enhance the outcomes for the children even further including an album showing all the resources to promote each child's choices and decision making.

The quality and standards of the early years provision and outcomes for children

Children clearly demonstrate that they are happy and secure in the childminder's home and that they feel safe. They have access to an abundance of play materials and books that cover each of the areas of learning and are entirely appropriate for their stage of development. Children are able to move freely between their activities and they thoroughly enjoy finding items they want in the toy boxes. For example, toddlers select items of play food from a larger box, put them into shopping baskets and carry them around. They benefit from the highly positive and supportive interaction from the childminder who uses facial expressions, positive language and clapping which encourages them to be confident and promotes their language skills. She asks them questions about what they are doing and gives lots of praise and encouragement for their efforts and achievements. The childminder demonstrates a very good understanding of how to implement the Early Years Foundation Stage for the individual children in her care. She ensures that the planning of activities covers all the areas of learning and takes account of each child's interests. Children's progress in their learning and development is evident in their individual, beautifully presented files. These contain lots of snippet observations that are complimented by photographs and are linked to the relevant areas of learning. The childminder uses the observations to plan for each child's activities for the following week and these plans are recorded and evaluated. The childminder's system for observation and assessment is very effective in that it follows children's interests and has a cycle of observation, evaluation and planning that clearly promotes children's progression. Parents are fully involved in their child's learning and the childminder seeks information from them that she incorporates into the planning.

Children are familiar with the daily routine and demonstrate that they are happy and relaxed. For example, the toddlers know when it is snack time because this is usually preceded by a story. They choose the book and become engaged in the story because the childminder asks them to point out items in the pictures. Babies' individual routines are followed. They enjoy spending time exploring different toys and are able to roll around on the floor to reach out for toys and then are supported to sit up in the baby nest so they can see what the older children are doing. The childminder knows all the children well and is effective in managing their specific requirements. For example, she has learnt a number of words in the children's home languages and confidently incorporates these into her conversations with them. She works closely with parents to ensure that any specific needs are met. Children begin to learn about the wider world through conversations with the childminder and through accessing the good range of resources such as books and play materials that celebrate diversity. Each child is treated as an individual and with great respect. The childminder takes time to listen to them and values their ideas and suggestions. Children begin to learn about the benefits of maintaining their personal hygiene. They have their own

towels in the bathroom and are supported to be independent when washing their hands before snack time. The childminder discusses any dietary needs with their parents and is flexible in offering meals and snacks for the children who thoroughly enjoy helping to prepare the popcorn and banana for a snack and choose their own plates and cutlery. The childminder is an enthusiastic, skilled and knowledgeable practitioner who is clearly dedicated to providing the children in her care with high quality interaction and experiences that promote their confidence and well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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